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ABSTRACT

This document presents sample lesson plans for Level 3, part of a proposed fourth volume in this series of curriculum guides, and a more detailed sampling of Level 4, which will be volume 5 of the series. The samples for Level 3 are two lesson plans for Unit Two, the content of Unit 7, and some lesson plans for that unit. The Level 4 section provides the content of the curriculum, the performance objectives, and suggested learning experiences for each of the seven units of Strand A (oral language skills) and Strand B (language skills for receiving and engaging in content instruction in Spanish). It outlines six units in Strands A and B according to the following categories: (1) culture and cross-cultural contrasts: (2) vocabulary: (3) pronunciation and listening skills, and (4) morphology, syntax and usage. Sample lesson plans are included for parts of units 1 and 2. (AMH)

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ED205002

SPANISH BILINGUAL PROGRAM

Samples from Levels III and IV

CINCINNATI PUBLIC SCHOOLS

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Samples from Level III Spanish

Level III Strand A
Unit II November Week 1

I. Curriculum Content

Vocabulary: codo
golpe
piel
rodilla

Verbs: lastimarse
pelarse

Review: Parts of the body (Level I, Unit 5, Week 2)

II. Performance Objectives

1. Vocabulary:

Given the name of a part of the body, the student will demonstrate his comprehension by touching the appropriate part.

When a part of the body is touched, the student will demonstrate his oral mastery by naming it.

Given a picture of a child with various scrapes, bumps and bruises, the student will demonstrate his comprehension of GOLPE by pointing to the appropriate injury.

Given a picture of a child with scrapes and bumps, the student will demonstrate his oral mastery by naming the injury when requested to do so.

2. Verbs:

Given a question concerning a part of the body which he hurt, the student will demonstrate his comprehension of LASTIMARSE by naming the body part.

Given a request to explain how an injury was received, the student will demonstrate his oral mastery by including a form of the verb LASTIMARSE in his response.

Given a question which asks the student what part of the body he scraped, the student will demonstrate his comprehension of PELARSE by naming the body part.

Gvien a question concerning the way in which he was hurt, the student will demonstrate his oral mastery by naming the object and including an appropriate form of the verb PELARSE.

III. Implementation Guidelines

1. Vocabulary

A. General Comments:

Review the Level I vocabulary briefly.

Play Simon Says.

Use the missing body parts stencil (see attached).

Feel free to add vocabulary as needed.

B. Suggested Activities:

See Level I for activities.

Adapt a song similar to 'The knee is connected to the leg bone'...

Divide the class into two teams. Ask, 'How many ----- do you have? Keep score. Sbutract points from the team total for incorrect answers.

Pass out body parts. Divide the group into two teams. Select a leader. The leader is to construct a complete body. In turn, each leader must say, 'Necesito un -----. ¿Quién tiene un ----?' If the student who has the part named can say, 'Yo tengo el ----.' he may give his team leader the part. The first team to complete a body wins.

To introduce 'UN GOLPE' tell the story of a little girl who hits her head an gets a bump. Dramatize well. Draw a picture of the girl on the board. Add the bump, pointing and saying, 'EL GOLPE.'

Survey the class to see if anyone has(or ever had) a bump. How did they get it? If anyone has one now, they can show it to the class.

Have the children make up stories about funny accidents and their 'bumpy' consequences.

2. Verbs:

A. General Comments:

LASTIMARSE is to hurt (injure) yourself. Next week we'll do DOLERSE which is used when something hurts you. It will be important to keep the two separate.

Check the Resource Center in your school for safety posters and other relevant illustrations.

B. Suggested Activities:

Try to demonstrate that things can hurt you. Be a good actor, i.e., arm in sling, head bandaged, neck wrapped, limping etc. Get students involved in your story. Do not rely on pictures immediately. Put your bandages, slings etc. on the students.

Have the children discuss playground safety rules and the consequences of not following them.

Bring in a package of bandaids and bandages. Choose one student to be 'IT'. He places a bandaid or bandage on a part of his body and remains concealed from the class. Classmates guess what he hurt. Example: Se lastimó el brazo. Se peló la rodilla. Recibió un golpe.

Variation: Have each student draw a picture which he conceals from the class. Students guess what happened.

Have students draw a real or fictional scene. They then describe the circumstances and results to the class.

Assign students to small groups to make up skits using this week's vocabulary and verbs. This may be a good way to cap the playground unit from last month.

Level III Strand A
Unit II November Week 2

I. Curriculm Content
Vocabulary: aspirina
medicina
pastillas
salud (estar de buena...)
Verbs: estornudar
soplar
toser
Adjectives: enfermo
sano
tupido
resfriado
Other: ¿Qué tienes?

II. Performance Objectives

1. Vocabulary

Given a variety of health remedies including bandaids, aspirin, a bottle of pills, and a bottle of liquid medicine, the student will demonstrate his comprehension by pointing to the appropriate item when its name is called.

Given a request to identify a health remedy, the student will demonstrate his oral mastery by correctly naming the item.

Given an inquiry into hishealth, the student will demonstrate his comprehension by responding with SI or NO.

Given an activity in which pupils inquire into one another's health, the student will demonstrate his oral mastery by including SALUD in his inquiry.

2. Verbs:

Given an activity in which students confirm the symptoms associated with a cold, the student will demonstrate his comprehension of ESTORNUDAR (SOPLAR) (TOSER) by responding with SI.

Given a request to name the symptoms of a cold, the student will demonstrate his oral mastery bu including in his response a form of the verb ESTORNUDAR (SOPLAR) (TOSER) .

3. Adjectives:

Given an inquiry into his state of health, the student will demonstrate his comprehension of ENFERMO (RESFRIADO) (SANO) (TUPIDO) by responding with SI or NO.

Given a description of a person's symptoms, and given a request to diagnose the problem, the student will demonstrate his oral mastery by including in his response ENFERMO (RESFRIADO) (SANO) (TUPIDO).

4. Other:

Given a request to identify the health problem of another person, the student will demonstrate his comprehension of ¿Qué tiene? by naming the problem.

Given an activity in which students inquire into one another's state of being, the student will demonstrate his oral mastery by including in his inquiry, ¿Qué tienes?

III. Implementation Guidelines

1. Vocabulary

Begin this topic by asking students, ¿Cómo están? Go around the room, asking many students. As each child answers, 'BIEN' or 'MAL' follow up with, 'José está de buena salud.' 'Mario está de mala salud.' Then switch to the latter form, asking: 'Carla, ¿estás de buena salud?'

After you have introduced some of the adjectives and verbs, discuss some of the possible remedies: aspirina, pastillas, medicina. Bring in empty bottles, or refill them with sugar candies, food-colored liquid, etc.

Play FARMACIA: Students come into the FARMACIA and explain their symptoms. The FARMACISTA asks: '¿Quieres aspirina?' S: No, quiero medicina para el tos. etc.

Discuss with the children the dangers of taking too much medicine; of taking medicine without parental knowledge and approval; of taking medicine not prescribed by a physician.

2. Verbs and Adjectives

Pretend to have a cold. Cough, sneeze, blow your nose etc. Describe all this to the children.

Bring in pictures from cold remedy advertisements and describe the pictures to the children.

Do the above exercises again, letting students do the describing.

Find out who has a cold. Does he sneeze,, cough, blow his nose often?

Remind students that when someone sneezes, in Spanish you say SALUD.

Give a command. Students pantomime accordingly (sneeze! cough!etc.)

Pantomime each verb. Ask students to describe what you are doing. Then let students or groups of students do the pantomiming and let the rest of the class describe.

Ask students to describe how they feel when they have a cold.

Have students devise skits using the vocabulary, verbs and adjectives. You may want to suggest some general plots:

1) Paco pretends to be sick so he won't have to go to school. Faced withthe choice of yukky medicine or school, what does he choose?

2) Pepe has a bad cold, but he doesn't want to miss Juana's birthday party. How well can he hide his cold?

3) Lupe is allergic to cats. Whenever she is near them she sneezes, coughs etc. What happens when she visits Clara, whose cat is sleeping under the chair?

3. Other

Begin by asking students , '¿Cómo estás?' When students answer with 'así, así,' or 'mal' follow up with,'¿Por qué? ¿qué tienes?' After a while, you can leave out '¿Por qué?' To encourage expanded responses from sutdents, supply them with response choices:

¿Qué tienes?
¿Estás enfermo?
¿Estás resfriado?
¿Estás triste? etc.

Encourage pupiles to use ' ¿Qué tienes?' in their skits.

Have students greet one another, utilizing, '¿Cómo estás?' and '¿Qué tienes?'

Show pictures from Week One, and from this week's vocabulary asking, ¿Qué tiene el niño? ¿Qué tiene la señora?

Include in this activity other questions, e.g.:

¿Está de buena (mala salud)
¿Está enfermo?
¿Está sano?
¿Está resfriado?

Level III

Unit 7 May Week 1

Strand A	Strand B	Strand C
Vocabulary: anuncio información (informes) noticias página periódico periodista revista temperatura tira cómica noticiario deportivo Verbs: pasar (suceder) contar anunciar Review: decir escribir leer	Verbs: abrazar amar reirse sonreir llorar Adjectives: nuevo cómico feliz contento triste	Continue in Santillana series

Level III STRAND A
Unit 7 May Week 1

I. Curriculum Content

Vocabulary: see lexical guide

Verbs: anunciar, contar, pasar (suceder)

Review: decir, escribir, leer

II. Performance Objectives

1. Vocabulary

Given several items which can be read, and given a request to read the newspaper (magazine), the student will demonstrate his comprehension of PERIODICO (REVISTA) by reading the item named.

Given a selection of reading materials, and given a request to identify them, the student will demonstrate his oral mastery by naming the item indicated.

Given a newspaper or magazine, and given a request to orally summarize the news in a given section of the paper or magazine the student will demonstrate his comprehension of the vocabulary by giving a one sentence summary of the news in that section.

Given a newspaper or magazine, and given a request to name the section of the paper or magazine in which a specific news item might appear, the student will demonstrate his oral mastery by naming the appropriate section.

Given a request to identify the work of a newspaperman, the student will demonstrate his comprehension of PERIODISTA by naming at least one task appropriate to that occupation.

Given an oral description of the work of a journalist, the student will demonstrate his oral mastery of PERIODISTA by naming the occupation which matches the description.

Given a request to turn to a given page, the student will demonstrate his comprehension of PAGINA by turning to the correct page.

Given a request to identify where a given news item may be found, the student will demonstrate his oral mastery by including in his response PAGINA.

III. Implementation Guidelines

1. Vocabulary

Review the verb LEER. Talk about what are things that can be read. Bring in newspapers and magazines. Include these in your discussion.

Discuss with students the differences between newspapers and magazines in terms of frequency of issue, content, audience, cost, kind of paper, size, orientation (news and objectivity vs. specific interest, editorialization etc.)

Find out if students read newspapers or magazines. If so, which ones? What sections?

Why do we need newspapers and magazines? What services do they provide business and industry (advertising etc.)? What other means are available in the community for getting and disseminating information?

Find out how many students have newspapers regularly in their homes. Are they delivered or bought?

Do any of the students have newspaper routes? Or do their siblings? What are jobs and responsibilities involved?

Bring in copies of Spanish language newspapers and magazines. How are these the same/different from ones we see in Cincinnati?

Discuss the various sections of a magazine or newspaper. Find out which sections are of interest to students. Read these sections in an English or Spanish language newspaper and discuss the content in Spanish.

Review occupations by discussing the want ads. Review stores in our community by discussing advertisements.

As a class project, have students write and publish a class newspaper or magazine. Perhaps students may work in small groups, with each group responsible for one section (news, weather, advertising, etc.) This is a good activity for incorporating a review of many areas of the curriculum. Some suggested sections of the paper: Letters to the lovelorn (to be incorporated with Unit 7 , Strand B); Sports (reports on Knothole baseball, perhaps); weather; news (scout meetings?) Today in History; news reports of special events (students' birthdays, field trips, class activities); book reviews; travel (incorporate with Social Studies); interviews with parents, school workers, classmates; want ads; advertisements; comic strips (do in conjunction with art).

Review the vocabulary with students by asking: where can you find out: yesterday's temperature? who won the ball game? on what page are the comics? etc. Prepare a list of questions in Spanish for students to answer like those just given above.

2. Verbs

Suggested Activities:

Review DECIR, ESCRIBIR, and LEER by incorporating them into the vocabulary activities.

Review the use of PASAR from Unit II, Week 3 (November).

Introduce the use of PASAR (to happen) by asking students to tell you a story (It can be one they all know, like Goldilocks, or something that happened to them in particular). At each pause in the story ask, '¿Qué pasa (pasó) después?

Ask questions using PASAR: e.g., ¿qué le pasó al lobo en el cuento de los 3 cochinitos? ¿en el cuento de Caperucita Roja? ¿Qué pasa si dejas abierta la ventana del auto cuando llueve? ¿Qué puede pasar si no te pones abrigo cuando hace frío?

Esplain that SUCEDER means the same thing as PASAR. Do the PASAR exercises using SUCEDER.

Use PASAR (SUCEDER) in discussing the function and content of newspapers/magazines. E.g., ¿Qué nos dice (cuenta) el periódico?¿Quién puede encontrar en la pág. 17 lo que pasó anoche? etc.

Explain in spanish to students that CONTAR can mean two things. One is to count (uno, dos etc.). The other meaning is like that of DECIR.'Cuando una persona dice lo que pasa en un cuento, la persona CUENTA el cuento. O, decir lo que pasa es CONTAR lo que pasa.

Use CONTAR in your discussion of newspapers/magazines. e.g. ¿Quíen puede contar lo que pasó en Washington? ¡Cuéntame las noticias de la pág. 10!

Do comprehension checks by asking students to summarize the reports of thers: Juan, ¿Qué nos contó Pedro?

Ask students to watch the local news. Discuss in class the next day, using PASAR' SUCEDER and CONTAR.

Distribute newspapers/magazines. Have students select their favorite advertisments to made into a collage.

Discuss with students why business advertises.

Have students explain why they like certain advertisements. Try to lead this into a discussion of truth in advertising.

2. Verbs (cont'd.)

See if sutdents can discern sales pitches from straight information.

Have students select an item they'd like to sell, and then advertise it. Variation: Have students review occupations by advertising their services.

Discuss with students the relative merits of advertising via TV, radio, newspapers and magazines.

Level III STRAND B

Unit 7 May Week 1

I. Curriculum Content

1. Verbs:

abrazar	
amar	reirse
llorar	sonreir

2. Adjectives

nuevo	
cómico	contento
feliz	triste

II. Performance Objectives

1. Verbs

Given a command to pantomime a specific action, the student will demonstrate his comprehension of ABRAZAR(AMAR LLORAR REIRSE SONREIR) by miming appropriately.

Given a question which asks the student what action is appropriate to a given emotion, the student will demonstrate his oral mastery by including in his response a form of the verb ABRAZAR (AMAR LLORAR REIRSE SONREIR).

2. Adjectives

Given a request to demonstrate a given feeling, the student will demonstrate his comprehension of the adjectives being studied by miming appropriately.

Given a set of pictures which depict varying emotions the student will demonstrate his oral mastery by describing the pictures, including in his response an appropriate adjective.

Given a set of pictures which contrast new and old, the student will demonstrate his comprehension of NUEVO by selecting the picture which corresponds to the oral description.

Given an item, and given the question, Is it new or old? the student will demonstrate his oral mastery by using NUEVO when appropriate.

III. Implementation Guidelines

1. Verbs:

A. General Comments

Given the nature of this unit, and the importance of feelings to students, most of these activities would best be done with students facing one another, as in a circle. Seats arranged in

rows are not conducive to open communication and sharing of feelings.

Another good communicative arrangement would be to arrange students in small groups (2-5 students) and give them the topics or questions to be discussed.

B. Suggested Activities

Introduce AMAR by showing a mother hugging her child. Explain: La mamá ama a su hijo.

Find out from students: Who do you love? Why? How do you show it? What other ways are there to show that you love someone?

Have students discuss: Una persona a quien amo. Be sure to include reasons.

Have students describe/ show: What do you do when you are (happy, sad, angry etc.) What do you look like when you feel that way?

Variation: try to have students mismatch feelings and actions. S1: pantomimes crying and says 'I think that is funny.' S2: No lloras cuando algo es cómico.

Show pictures which illustrate loving, hugging, crying, laughing etc. Have students answer (orally or in writing) the question: Why are these people hugging?etc.

Ask students: how can you tell hwen people are (in love, happy, sad, amused).

Have S1 describe an action. S2 pantomimes it. S1: Sonríes. S2: smiles.

Send two students from the room or have them go into the cloakroom. Other students must guess what they are doing: ¿Se abrazan? ¿Lloran? Students may do other actions and thereby review verbs from previous units and levels.

Have students draw pictures and then describe to the class: the feelings, the actions and the reasons for both. El niño llora porque alguien le pegó y está triste.

As a group, or as an individual assignment have students make a chart which fills in the blanks: I_(verb)___ when I feel_(adj.)

Have students discuss: What makes you (laugh, smile, cry).

Have S1 ask a question for S2 to answer along this pattern: When you see an elephant kiss a mouse do you laugh, smile or cry? S2 must defend his answer.

2. Adjectives:

Introduce adjectives by showing pictures which depict them or by pantomiming them. After introducing them, describe a feeling or state and let students pick the picture which best goes with your description.

Have students act out feelings acco ding tc your description.

Let S1 pantomime his feelings and S2 describe them orally.

Have students discuss or answer in writing: Things that make me happy (sad). Things I think are funny.

Find out from students: How do you feel on (birthdays, Christmas, the first/last day of school).

Have students tell about a place that makes them feel (happy, sad) and why.

Have students interview one another and then report to the class. S1: S2 thinks _____ is funny. He is happy when he goes to Kings Island. He is sad when other children will not share with him.

After discussing questions such as those above, see if students can remember one another's responses. ¿Quién dijo que la lluvia le pone triste?

Have students indicate preferences or order of importance:
When are you most happy?(sad?) on Mondays or Fridays?
in Winter or Spring?
at home or at school?
when it is snowing or when it's hot?
when you're playing or working?
when you're playing or watching TV?

Discuss with students how different colors make them feel. Use colors, and above questions to develop a bulletin board display on FEELINGS.

Have students fill in the blanks: Something funny is ------; something sad is---------. Something that makes me happy is ----.

Ask: How do you feel when you get something new?W Why? Do you like new/old things? Why?

sample for Level IV
(grade 4)

SPANISH BILINGUAL PROGRAM

Level IV

First Revision

September, 1979

CINCINNATI PUBLIC SCHOOLS

FOREWORD

This is the fifth volume in a series which comprises the Curriculum Guide for the Cincinnati Spanish Bilingual Program. This volume provides the content of the curriculum, the performance objectives, and suggests learning experiences to achieve the desired outcomes for each of the seven units of Strand A and B. Strand C, Language Arts and Reading, is considered separately.

This is an evolving document and is only presented in tentative form. The scope, sequence and distribution of the content material as well as the Weekly Lesson Plan for Strands A and B are subject to revision at the end of the year. This volume cannot be complete until all lessons have been written, implemented, evaluated, and revised.

This volume was prepared by Myriam Met, Ellen Maxwell, Marta Twombly, and Ann Marie Sabath-Wert, under the supervision of Myriam Met.

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A NOTE TO THE TEACHER

When reading the contents of this volume, there are several points the teacher should keep in mind:

1. The imperfect is introduced in Level IV, and is one of this level's major objectives. Although it is introduced in Unit 2, it is to be taught all year long. Each new verb taught in Level IV should be used in both present and past forms. By the end of Level IV, pupils should demonstrate the ability to differentiate between past and present events as a comprehension skill. Pupils' oral skills should include the ability to express high frequency verbs (e.g. SER, DECIR, HACER, IR) in both present and past tense. (N.B., the preterit was introduced in Level II).

2. Many of the suggested activities indicate the use of a puppet for modeling the behaviors the students are expected to produce. The puppet also provides the students with an opportunity to hear the language used conversationally as the teacher and the puppet engage in dialogue. It is important for the teacher to remember to allow the puppet to be the first student to attempt to produce the required verbal response so that the students always have a clear example of what is expected of them.

3. The content of each unit is distributed by week, and is so indicated in the weekly lesson plans. In the majority of the units no new material is introduced in the fourth week. The fourth week is intended as a consolidation period. It provides a time for solidifying the gains that the students have made in that unit. The fourth week also is intended to compensate for days missed due to holidays, illness, vacation, etc.

4. When a verb is shown in infinitive form in the content guidelines then present and past tense forms are taught. When only portions of the conjugation are to be taught, the forms are so indicated.

5. The implementation guidelines include general comments and suggested activities for each topic. In no way are the suggested activities intended to be scripts for the teacher or rules to be rigidly followed. They provide a basis for daily lesson planning. It is the responsibility of the teacher to formulate a daily lesson plan. The teacher may select some or all of the suggested activities.

Organization of the Level IV Curriculum

This curriculum consists of three strands, each of which has a distinct focus.

Strand A is designed to promote oral language skills. Basically, it is the logical continuation of the first 3 levels of the Spanish Bilingual Program. It is intended to extend and enrich pupil's oral development in Spanish. Pupils should enlarge their vocabulary and gain a greater command of the structure of Spanish. Strand A is the primary objective of Level IV. Pupils should spend a minimum of 30 minutes daily working in this area.

Strand B is intended to give students the language skills needed to receive and engage in content instruction in Spanish. Each unit develops pupils' ability to comprehend and use vocabulary and structures particular to a given subject area. Once these skills are acquired, it is expected that content instruction will be given in both languages throughout the year. (Initial introduction and explanation of new concepts should be done in the pupils' first language and reinforcement of skills will be done in Spanish on a regular basis.) Pupils should spend 20-30 minutes daily developing these skills.

Strand C concentrates on Spanish reading and language arts skills. Pupils are expected to progress through the readers specified for this grade level. Strand C refines pupils' ability to use correct forms of spoken Spanish, and aids their growth in ability to express themselves in written form. Between 10-20 minutes daily should be assigned to Strand C.

In addition to the 70 minutes spent daily on Strands A, B, and C, 10-20 minutes are to be allocated to Math instruction in Spanish, while another 20-30 minutes should be spent on Social Studies activities in Spanish. In these two content areas teachers should follow the regular Cincinnati Public Schools course of study in this grade.

Although each strand has activities specifically designed to develop its stated objectives, all three strands reinforce pronunciation, and listening comprehension skills as well as provide practice in the comprehension and production of Spanish.

In addition to the objectives of the Level IV curriculum, it is expected that pupil growth will be enhanced considerably by the extensive use of Spanish in daily classroom life. This setting is one of the most effective means developing pupils' language acquisition.

Strand C: Content

Strand C is the Reading/Language Arts component of Level IV. Since pupils differ in learning styles and rates, no specific timeline for the mastery of the content of Strand C is given. Pupils should spend between 10-20 minutes daily in this area (to complement the 20-30 minutes spent on Strand B).

It is hoped that by the end of Level IV, all pupils will have read:

1) Santillana, Trabaja y Aprende
2) SCDC, Unit 5, Supplementary Readers

Growth in language arts (and culture) will be achieved by the use of A Cada Paso, Book 3 (to be completed by the end of the year). Ya Escribimos is recommended for use in refining pupils' command of structure. Pupils are expected to complete the first half of this book.

SPANISH BILINGUAL PROGRAM

Unit	Month	Strand A	Strand B	Strand C
	SEPT	R E V I E W U N I T		
1	OCT	En Casa II	Animals II	Santillana Series, Trabaja y Aprerde
2	NOV	Los juegos	Human Growth	
3	DEC JAN	Un paseo en bicicleta	Spanish in America	SCDC, Unit 5 Supplementary Readers
4	FEB --- MAR	Amigos	Matter & Change --- Nutrition	A Cada Paso, Book 3
5	APR	La Granja	Exercise	Ya Escribimos
6	MAY	Vacaciones	Physical Education	

	SEPTEMBER	OCTOBER	NOVEMBER
MORPHOLOGY, SYNTAX AND USAGE	Review Level I: estar, ir, querer, ser, tener. Interrogatives Review Level II: decir, hacer, past tense, negatives, telling time, reflexives, pronouns. Review Level III: present progressive tense.	Verbs: barrer, coser, derramar, juagar, reparar Pronouns after - con, sin Object pronouns with the progressive participle Review: Direct object pronouns Verbs: lavar, arreglar quitar	Verbs: adivinar, contar, corresponder, escoger, esconder, formar, inventar, ganar, perder, revelar, revolver, seguir Expressions: al fin, al principio, en orden, apuntar los tantos, uno tras uno, hacer trampa Review: buscar, divertirse, empezar, jugar, llegar, poner, pasar, quitar, recibir, recoger, regresar, resolver, tener, tirar
PRONUNCIATION AND LISTENING SKILLS	Review: Spanish alphabet/sounds Songs	Story/rhyme/song	Juego inventado y presentado por el estudiante
VOCABULARY	Review Level I Vocabulary: classroom, family, toys, parts of the body. Level II: animals, personal hygiene, the home Level III: math and social studies units	Household items and tools	Games Review: Spatial relationships, colors, shapes, cardinal numbers
CULTURAL & CROSS-CULTURAL CONTRASTS		Household task in Hispanic countries	Hispanic games

Level IV - Strand A

	DECEMBER-JANUARY	FEBRUARY-MARCH	APRIL
MORPHOLOGY, SYNTAX AND USAGE	Verbs: acelerar, cruzar, doblar, frenar, pitar, revisar, seguir	Verbs: acordarse, celebrar, creer, conocer, deber, divertirse, olvidarse, pensar, reunirse, tratar Contar con Conocer vs Saber Indirect object pronouns Superlatives Review: compartir, jugar	Verbs: Cortar, cosechar cuidar, cultivar, recoger Review: dar de comer dar de beber
PRONUNCIATION AND LISTENING SKILLS	Filmstrips and Films: Bike Safety	Filmstrips and Films: Las relaciones humanas	Filmstrips and Films: En la granja
VOCABULARY	A bike ride Parts of a bike	Los Amigos Adjectives: algunos, mejor, solo Object Pronouns: le, les, se Review: Feelings Level III	En la granja Review: Animales de la granja
CULTURAL & CROSS-CULTURAL CONTRASTS	Bike races International Road Signs	Amigos y companeros	The Farm/la granja

Level IV - Strand A

MAY

MORPHOLOGY, SYNTAX AND USAGE	Verbs: acampar, cargar, empacar, preparar, sacar pensar + infinitive pasar la noche		
PRONUNCIATION AND LISTENING SKILLS	Camping songs		
VOCABULARY	Las vacaciones		
CULTURAL & CROSS-CULTURAL CONTRASTS			

Level IV - Strand B

	SEPTEMBER	OCTOBER	NOVEMBER
MORPHOLOGY, SYNTAX AND USAGE	Review Level I: estar, ir, querer, ser, tener Interrogative Review Level II: decir hacer, past tense negatives, telling time, reflexives, pronouns Review Level III: present progressive tense	Verbs: clasificar, construir, describir, luchar, proteger, sobrevivir Review: observar, vivir	Verbs: circular, decidir, descansar, ejercitar, impedir, respirar Imperfect tense
PRONUNCIATION AND LISTENING SKILLS	Review: Spanish alphabet/ sounds songs	Filmstrips and Films: Science	Filmstrips and Films: Human growth
VOCABULARY	Review Level I Vocabulary: classroom, family, toys, parts of body Level III: math and social studies units	Animals: classification and characteristics Review: Levels I & II parts of the body Level II: Animals	Human growth and development (health)
CULTURAL & CROSS-CULTURAL CONTRASTS		Animals of the world	

Level IV - Strand B

	DECEMBER-JANUARY	FEBRUARY	MARCH
MORPHOLOGY, SYNTAX AND USAGE	Verbs: aceptar, decidir, desarrollar, escoger, influenciar, proteger, reemplazar	Verbs: comparar, definir, disolver, derretir, encontrar	Verbs: asar, cocer, freir, hervir, hornear, nutrir, planear, preparar
PRONUNCIATION AND LISTENING SKILLS	Filmstrips and Films: Spanish influence in America	Filmstrips and Films: Science	Filmstrips and Films: Nutrition & Health
VOCABULARY	Spanish in America Adjectives: nativo, tipico	Matter and change (science)	Nutrition Adjectives: cocido, crudo, congelado
CULTURAL & CROSS-CULTURAL CONTRASTS	La influencia de la cultura espanola en la vida Americana		Foods of other lands

Level IV - Strand B

APRIL-MAY

MORPHOLOGY, SYNTAX AND USAGE	Verbs: arrodillar, doblar, estirar, tratar Commands Review: verbs of motion direct object pronouns indirect obj. pronouns reflexive pronouns		
PRONUNCIATION AND LISTENING SKILLS	Cassettes and Records: Physical Education for Rhythms and Exercises		
VOCABULARY	Evercise - giving and following directions Adverbs: ahora luego, asi; no asi Prepositions: antes, despues		
CULTURAL & CROSS-CULTURAL CONTRASTS	Physical activities around the world		

WLP	NOUNS	PRONOUNS	VERBS	ADJECTIVES	ADVERBS	OTHERS
Unit I						
1	organismo habitacion comportamiento adaptacion ambiente cultura estructura ser jaula acuario		sobrevivir morir clasificar mover(se)	vivo no vivo mismo diferente		
2-3	insecto concha antena estomago torax ala arana espinazo gusano crustaceos agalla garra pluma pico membrana anfibio reptil mamifero necesidad		describir proteger construir luchar transpirar eliminar respirar			de sangre caliente de sangre fría

Level IV-V
Strand B

Unit 1 - Week 1

I. Curriculum Content
Vocabulary: see lexical guide

Adjectives: vivo
no vivo

Verbs: sobrevivir
morir
clasificar
moverse

II. Performance Objectives
Given a request to classify a group of pictures into groups of living and non-living things, the student will demonstrate his/her understanding by correctly classifying 4 out of 6 pictures.
Given a description of two organisms, the student will demonstrate his/her comprehension of the concepts introduced by stating whether their structures, habitats, etc. are the same or different.

III. Implementation Guidelines

A. General Comments

This unit introduces in Spanish the skills indicated in the Cincinnati Public Schools Science Curriculum Bulletin (grade 4-6) and represents an integration of the science and Spanish courses of study for this grade.

Review parts of the body, Levels I and III; and animals, Level II.

See the end of the unit for a list of visual aids.

B. Suggested Activities

The following activities are suggested in the Science Curriculum Guide and are reproduced here for your use.

Concept - Organism

Materials needed:

access to a variety of habitats outdoors
pictures, filmstrips, films showing various habitats
terraria and aquaria

Learning activities:

The following strategies may be used to help students identify objects as organisms and to help them identify some organisms by name.

1. Take students on an organism hunt either around the school community or local park. As they find living objects refer to them as "organisms." Encourage general use of the term throughout the unit.

2. Have students identify organisms by name and keep personal lists of them. Encourage pupils to collect pictures of organisms from magazines. Have them make card collections by pasting the pictures on one side of a file card and printing the name of the organism on the other side.

3. Send students on an organism scavenger hunt. If any of the items should not be picked up or collected, ask them to tell where the organism is located. This encourages children to be ecology minded. Include non-living objects that are related to organisms such as worm casings, bird nests, and ant hills. Assign points for specific items. Give a prize to the student or team getting the highest number of points.

Concepts - Organism
Habitat

Materials needed:

paper, pencils, and other general supplies

Learning activities:

1. Have students draw a map of the school grounds or other area. This will help identify different places where organisms live. Use the word "habitat" in referring to places where organisms live.

2. Take students outdoors. Assign an area one meter square to each group of three children. Have them count the different kinds of organisms they can find. Keep a class record of the various kinds of organisms found around the school and at home. Use wise judgment in dealing with organisms that are pests in the home, such as termites, rats, and roaches.

Concepts - Organism
Habitat

Learning activities:

1. Encourage students to collect materials and containers for keeping and caring for live organisms. These organisms may be used for many activities throughout the unit. Let students prepare the plant and animal cultures themselves.

2. Emphasize Career Motivation objectives in this activity. As students work in groups to accomplish tasks, let them assume roles of leaders, co-workers, and followers. Involve students

with various work processes such as procuring supplies, assembling equipment, making decisions, and evaluating results. Make students responsible for the survival and care of the organisms.

3. Below are suggested instructions for preparing habitats and cultures of many interesting organisms.

Aquaria

Materials needed:

fish (goldfish, guppies, or other tropical fish)
snails
water
sand
plants
plastic or glass aquaria or other suitable container, such as plastic shoe boxes or plastic meat trays
fish net
fish food
heated aquarium

Instructions:

Students should be able to set up an aquarium with little or no instructions. It is important that the water be free of chlorine; therefore, it should stand for 24 hours before being used. Stirring or pouring also helps rid the water of chlorine. Students may use small aquaria during the week, but should transfer the fish to a heated aquarium over cold weekends.

Insects

Try to provide cultures of as many different animals as possible to aid the children in arriving at viable classifications.

Materials needed:

insects, such as beetles, ants, butterflies, moths
jars
wire or nylon screening
reference materials

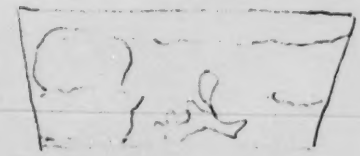
Instructions:

Collect ants, beetle larvae, butterfly and moth larvae. Place them in a container suitable for observation. Provide food, such as sugar, bread, or leaves, as the case may be. Let students look up the organism in a reference book to find appropriate food.

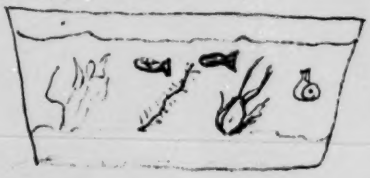
Let students build aquaria and terraria typical of specific habitats, such as pond, tropical stream, desert, woods, and field. Aquaria and terraria may also be designed to provide a habitat for specific animals, such as tadpoles, frogs, tropical fish, ants, mealworms, crickets, and cameleons. The teacher may provide specific instructions or may make this a relatively non-directive activity. Students may refer to reference books and other media. If large numbers of students are using the materials, students may dismantle the aquaria and terraria after one or two class periods so that others may use the materials.

Encourage students to construct terraria and aquaria at home and report the progress of their project to the class.

Algae,
Pond water,
Tadpoles,
Crawfish



Pond Aquarium



Tropical Aquarium

Water,
Sand,
Plants,
Fish,
Snails

Plan a trip around school, the school neighborhood, a park, or an outdoor education center. Have students identify the kinds of places where organisms live. They may suggest such places as houses, apartment buildings, a field, a forest, a tree, a pond, a rotting log, and a hole in the ground. Let students hunt for organisms and identify the places where they found them. Have students record organisms and ther hibitats on a data sheet.

organism	habitat
grass	field
ant	field
shelf fungus	rotting log
termites	rotting log
man	house

Ask, "What other habitats can you name? What organisms live in a pond? a desert? a forest? the tundra?"

Encourage students to use reference materials to find information about various habitats. Let them make dioramas to show organisms in specific habitats.

Concepts - Environment

Materials needed:

aquaria and terraria
outdoor sites

pictures, books, and other media
thermometers

Learning activities:

1. Give students the opportunity to describe habitats of many kinds, including habitats of man. Provide a variety of terraria and aquaria, outdoor sites, and pictures of habitats. Descriptions may be oral, in writing, or illustrated with drawings.

2. Introduce the terms "environment." Define and discuss the definition with the students. Ask, "What environmental factors are in the room or other setting?"

3. The students' descriptions will include many objects and conditions that affect organisms. Point out that these are environmental factors.

Habitat: Classroom
Environmental Factors:
temperature - 72° F, C
objects - desks, chairs, paper, supplies, flag, bulletin boards, terraria, aquaria, air
organisms - people, flies, gerbils, plants

Habitat: Woodland Terrarium
Environmental Factors:
temperature
relative humidity
objects
light
organisms

Habitat: The City
Environmental Factors:
topography (natural features)
climate
organisms
buildings and other structures
business, industry, and transportation

Concepts- structure
behavior
adaptation
characteristic

Introduce the words "structure," "behavior," and "adaptation." Discuss their meanings as they apply to organisms and their properties. Have students classify a given list of characteristics as structural or behavioral.

Structural Characteristics	Behavioral Characteristics
size	how it moves
color	how it eats
shape	how it breathes
body parts	how it protects itself
body covering	how and where it builds its home
skeletal structure	
the number of legs	

Have students describe the similarities and differences of two given organisms. Compare one animal with another animal. By choosing the organisms carefully, students will make interesting discoveries about the structure and behavior of organisms.

Concepts - plants
animals
living
environment
survival

Materials needed:

object collection which includes the following:

paper	wood
straw	leather
nail	leaf
marble	potted plant

mealworm, fish (and/or other animals)
carrot, sweet potato, or other vegetables
apple
reference materials, such as books, filmstrips, and other media, pencils, and paper

Learning activities:

1. Let students observe organisms over a period of time. Ask them to identify ways that living organisms are different from non-living objects. Illustrate these differences on charts and murals.

2. Provide groups of students with collections of objects, pictures, or a list of objects. Include some that are living. Ask students to identify changes that would occur in each object if it were subjected to the conditions listed below.

Condition	Changes
In Air - 20-30° C, 70-85° F	
In Water - 30-10° C, 0-50° F	
In Water Over 40° C, 100°F	

Condition (con't.)	Changes
In Air Over 40 C, 100 F No Food No Oxygen Under Heavy Pressure	

Ask, "Which objects would change the least?" "Which objects must have a particular set of conditions to remain the same?"

Introduce the words "environment" and "survival." Have students find the definitions of "environment" and "survival" in a dictionary or other source. Ask which of the objects given depend upon their environment for their survival.

3. Provide students with a collection of objects and/or pictures of objects. Have them sort them into two groups: those that are living and those that are non-living. Have them tell why they think a particular object is living or non-living.

   Include parts of living things and have them classify the objects as organisms, parts of organisms, or non-living objects.

Level IV-V
Strand B

Unit 1 - Week 2-3

I. Curriculum Content
Vocabulary: see lexical guide

Verbs:
describir
defender (se)
construir
luchar (pelear)
transpirar
eliminar
respirar

Other:
sangre caliente
sangre fria

II. Performance Objectives

When asked to describe the structure of a given animal, the student will respond using appropriate vocabulary items (claws, fangs, scales, etc.)

Given a request to state why an animal needs a given structure, the student will respond using a form of the appropriate verb in his/her answer.

III. Implementation guidelines

A. General Comments - This two-week period is designed to help the student develop a system for classifying known animals that will enable him/her to learn about new animals. The activities below come from the Science Curriculum Guide for this grade.

B. Suggested Activities -

Concept - structure

Materials needed:

organisms
pictures of organisms
paper, pencil, and other art supplies
reference books and other media

Learning activities:

1. Provide students with a set of organisms or pictures of organisms. Let them identify all the parts they can. Have them draw one or more organisms and name the parts. Provide students with duplicated diagrams which students can label.

Encourage students to use reference sources. The activity may be limited to external parts only, or some children may wish to include internal parts.

Use a variety of animals to familiarize students with the variety of structures that animals have that may serve the same purpose.

Some organisms that may be used are:

an insect	an amphibian
a worm	a reptile
a bird	a mammal
a fish	

2. As students observe organisms, distribute hand lenses. As they look more closely at the surface of parts of organisms, they will observe details of the eye structure, the skin, or other body surfaces, mouth parts, and the like.

Concepts - life needs
respiration
mobility

Materials needed:

terraria and aquaria
chalk board
chalk paper
natural habitats, outdors

Learning activities:

1. After students have had experiences with organisms and their habitats, ask them to tell what organisms need in order to survive. Make a list of the needs and display it prominently in the room. Call attention to the different habitats identified previously and ask students to describe how each of the needs are met. Define "life needs." Ask students to describe how each of the needs are met within specific habitats.

2. Make a chart to compare life needs of specific organisms. What similarities and differences are noticed? How are man's needs different from other organisms? In what ways are man's needs the same as other organisms?

CAT	INSECT	WORM	PLANT	MAN

3. Ask, "How do animals get air?" or "What do we call the process of getting air?" Introduce the term "Life processes." Use at least one example, such as breathing or food getting. Relate these to the life needs identified. Have students name the processes by which the life needs are met.

Some examples are:

Need	Process
oxygen	breathing, respiration
food	food getting, eating
water	drinking
proper temperature	moving to warmer climate, growing fur or feathers
removal of waste	perspiration, elimination, transpiration, respiration
protection	moving, fighting, deception

Some life processes do not fit the chart above very well because the need they fill is not obvious or easily expressed. Ask students to name other life processed and name the needs they fulfill.

Some examples are:

Process	Need
movement	protection, obtain food and water, escape
respond to stimuli	protection
reproduction	survival of the species
hearing	protection
seeing	protection, get food, enjoyment
smelling	protection, get food

Concepts - characteristic
structure
behavior
adaptation

Materials needed:

organisms
pictures of organisms
cards containing pictures or names of familiar organisms

Concepts - adaptation
structure
behavior

Materials needed:

living organisms
pictures of organisms

Learning activities:

1. Have students observe living organisms, or pictures, models, and preserved specimens. Ask them to name ways the organism is adapted to its environment. Ask, "How is this animal adapted to move, to obtain food, to eat its food, to keep warm, to breathe?, to protect itself?" or "How does this plant obtain water and minerals? How does it make food? How does this plant protect itself?"

2. Show students a variety of animals and ask such questions as: "What does each animal eat? How is each animal adapted to obtain food? How do its feet help it? its teeth? its size? its mouth?

3. Have students study different kinds of animals, such as birds, mammals, fish, and the like. Ask them to describe the beaks, feet, legs, and body of different kinds of birds and tell how each animal adapted to obtain and eat its food.

4. Have students observe an animal over a period of time and record the time it spends in various activities. Show films and other media to provide additional information. Ask, "What type of work do animals engage in?" Some suggested answers may be food getting, food storing, infant care, transporting objects, home building, and defense training. Some good animals to observe are ants, gerbils, fish, fruit flies, and other insects, dogs, and cats. Information about larger animals may be obtained from films.

Concepts - characteristic
structure
behavior
adaptation

Materials needed:

organisms
pictures of organisms
cards containing pictures or names of familiar organisms

Learning activities:

1. Have individual students describe a specific organism. This may be done orally or in writing; in small groups or with the entire class. It may be done in the format of a game like charades. One student will draw a card containing the name or a picture of an organism and will describe the organism by its properties. Others will guess the name of the organism.

Concepts - adaptation
extinct

Materials needed:

list of extinct animals
reference materials

Learning activities:

1. Have students choose an extinct animal from a list provided and use reference materials to find information about the animal's adaptations, habits, and environments. Ask students to infer why the animals became extinct.

2. Let interested students write the following sources for information about present-day endangered species.

The Wildlife Federation 1412 16th Street, N.W. Washington, D.C. 20036	National Audobon Society 1150 Fifth Avenue New York, N.Y. 10024

3. Have students use reference materials to identify plant and animal species that have survived the longest and identify the variables that have enabled them to do so. Have them investigate the adaptations of plants and animal species that seem almost indestructible. Some outstanding examples are crab grass, dandelions, cockroaches, ants, and rats.

4. Have students investigate organizations and occupations concerned about the survival of animals. They may also wish to investigate laws that protect animals. Plan field trips to see how various facilities are used to protect animals, such as the Zoo, Hueston Woods, and the Cincinnati Nature Center. Encourage students to watch programs on television related to endangered species.

Concepts - classification
plant
animal
diversity

Materials needed:

living organisms
pictures of living organisms
reference material

Learning activities:

1. Provide students with the materials listed above. Ask them to classify the organisms into two groups by an observable property. Do not force a standard classification on students at this time. Accept students' classifications.

2. Introduce the concept of diversity. Have students make a mural illustrating the diversity of forms of living things.

3. During a brainstorming session, ask students to name types of animals they know. They may name such animals as fish, reptiles, mammals, insects, spiders, and the like.

   Provide them with real plants and animals or pictures of these. Have students name the identifying properties of each group. Do not tell students the properties and ask them to memorize them.

4. Remove the meat from a cooked chicken neck. Place the neck in a pan. Just cover with water; add 10 to 20 ml of vinegar. Boil for 10 minutes. Remove meat with tweezers and dry the neck on paper towels.

   Let students observe the vertebrae and describe its construction. Students may wish to bring in fish vertebrae to compare with the chicken neck. They may also study pictures of vertebrae of other animals and note similarities and differences.

Concepts - warm blooded
cold blooded

Materials needed:

oral thermometer
room or outdoor thermometer
reference materials

Learning activities:

1. Have students read the outdoor temperature and their own temperature for five days. A bar graph will show variations well. Ask, "What do you conclude about body temperature? If you recorded the temperature of other animals, such as dogs, cats, birds, fish, frogs, and snakes, would you get the same results? How could you find out if a frog's temperature is affected by the surrounding air or water?"

2. Develop the concepts of "warm blooded" and "cold blooded." Define the terms and let students find examples of each in reference materials. Ask, "How does being warm blooded or cold blooded enable an animal to adapt to his environment?"

Concepts - adaptation
behavior

Materials needed:

pictures of mammals (specimens if available)
reference material

Learning activities:

1. Provide students with pictures (or specimens) of mammals, including man. Have them classify mammals into one or more of the following categories of behavior: (1) insect eaters, (2) meat eaters, (3) handlers, (4) grazers, (5) gnawers, (6) fliers, (7) swimmers. Have students indicate the adaptations which give evidence for the classification. A mammal may be placed in more than one category. If the teacher wishes, let students use reference books to support their ideas.

   The following chart may be helpful:

MAMMAL	BEHAVIORAL CATEGORY	ADAPTATION
Mouse	Gnawer	Long Front Teeth

2. Use the activity above with other kinds of animals, such as birds, fish, reptiles, or insects. Let students make up categories which apply to each kind of animal. Some suggestions are given below:

   Birds - predators, seed eaters, insect eaters, fish eaters, scavengers, waders, divers, swimmers, and the like

   Reptiles - rummers, swimmers, crawlers, poisoners, constructors

   Fish - scavengers, predators, bottom feeders, top feeders, salt water, fresh water

   Insects - fliers, crawlers, borers, plant eaters, meat eaters.

3. As an alternative, have students observe a particular animal or picture of an animal and infer as much as he can about its behavior by studying its physical characteristics. Questions that may be helpful are: "What do you think he eats? How does he get his food? How does he protect himself? How does he move? What evidence do you have to support your ideas?"

Concept - home

Materials needed:

- ant farm
- ants
- sugar
- jars (small and large)
- sand
- oatmeal
- cheese cloth
- cardboard
- cotton
- rubber bands
- bird nest
- tweezers
- hand lenses
- newspaper
- reference materials

Learning activities:

1. Place the oatmeal and sugar inside an ant farm. Observe and record observations. Ask students, "How many ants are in the colony? What food do they eat? Where do they build tunnels? Where do they build caves? How do they construct their home? What materials do they need in order to survive?"

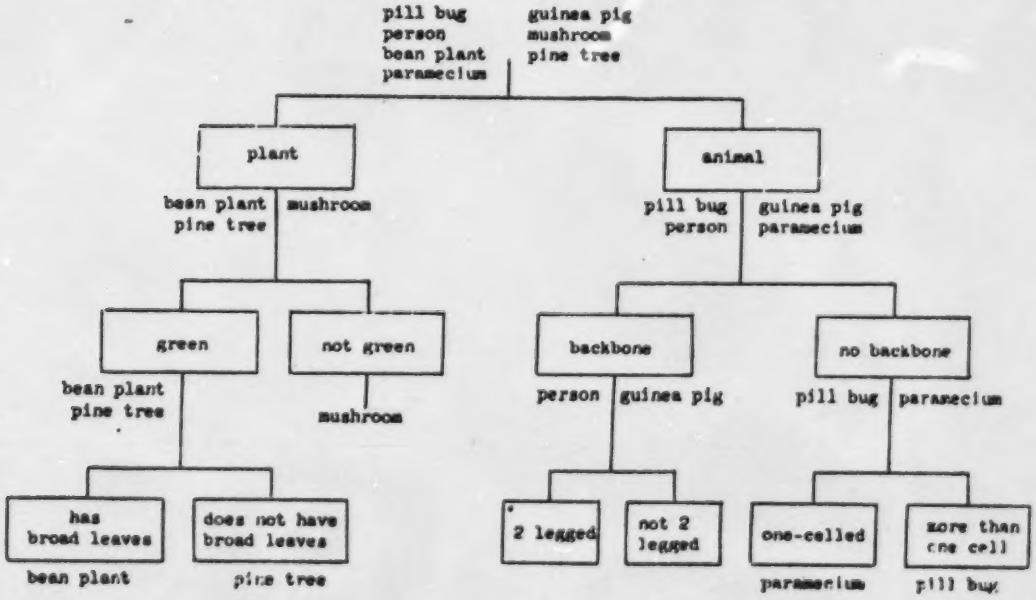
   Observe ants outdoors. Where do they find their food and the materials from which to build their homes?

   If an ant farm is not available, construct one as follows. Place a small jar inside a large jar. Put sand between the two jars. Put the food materials and ants inside the inner jar. Place moist cotton on top of the sand, cover the outer jar with cheese cloth and secure with a rubber band.

2. Obtain a bird nest (not in use) and have students take it apart on a large sheet of newspaper. Separate the various materials into piles. List the materials and indicate the place from which each part came. Ask, "How many different living things helped produce these materials? Which of the materials are inorganic?"

3. Provide students with a list of organisms and have them place each name in an appropriate classification.

   One way students may classify organisms is by developing flow charts. One is illustrated below:



4. Some able pupils may wish to investigate the classification system used by biologists. This may be done individually or in a small group.

The following should be shown with a narration or dialogue in Spanish.

Mediography

Materials listed in A-V Media Handbook - 1972

Sound Films

1434	Deer and Its Relatives, The
1990	Fish Are Interesting
1864	Five Colorful Birds
169	Life Story of the Paramecium
1986	Mammals Are Interesting
1910	Microscopic Wonders in Water
1992	Reptiles are Interesting
1448	Snakes Are Interesting
2193	Spiders (2nd Edition)
60	What's Alive
1863	Birds of the Countryside
1424	Birds of the Dooryard
1944	Birds That Eat Fish
1858	Cecropia Moth
552	Desert Community, The
656	Discovering the Forest
659	Experimenting with Animals - White Rats
658	Fish in a Changing Environment
101	Hibernation and Other Forms of Dormancy
2546	Kentucky's Feathered Rainbow
553	Life Between Tides
1975	Life in the Forest
1991	Life in the Ocean
149	Life in the Woodlot
551	Life on the Tundra
169	Life Story of the Paramecium, The
549	Marsh Community, The
1390	Monarch Butterfly Story
650	Small Animals Protect Themselves
1899	Spring is an Adventure
214	Survivors, The: Surviving Ohio Wildlife
1542	Under Ohio Skies
1569	Wonders in a Country Stream
1732	Beaver
1561	Birds Migration
1232	Birds of Prey

Filmstrips

6148	Crocodilians and Turtles
5938-43	Exploring the World of Nature
7318	Food for Living Things (Learning About Living Things)
7360	Insects: Man's Greatest Rival
7317	Living Things Hard to See (Learning About Living Things)
7314	Living Things Need Each Other (Learning About Living Things)
6147	Non-Poisonous Snakes of the U. S.
6146	Poisonous Snakes of the U. S.
6915	Water Life - Keeping an Aquarium
6912	Water Life - Life in Ponds, Lakes, and Streams
6916	Water Life - Plants and Strange Animals of the Sea
7281-85	Animals Without Backbones
6144	Bears, Pandas, and Raccoons
6142	Cats and Dogs
7193	Discovering Mammals
7316	Finding Living Things (Learning About Living Things)
6140	Large Hoofed Mammals
7317	Living Things Hard to See (Learning About Living Things)
6149	Lizards of the World
7229	Plants are Living Things
6143	Primates, Monkeys and Their Relatives
6501	Seed Plants
7283	Snail and Its Relatives, The
6145	Snakes Outside of the U. S.
6914	Water Life - Fresh Water Shellfish and Amphibians
6913	Water Life - Small Fresh Water Animals and Insects
7315	What Is Alive (Learning About Living Things)

Mounted Pictures

10245	Common Birds
10244	Common Insects
10239	Reptiles and Amphibians

Unit 2 ~~October~~ November Week 1

I. Curriculum Content
Vocabulary: see lexical guide

Verbs: contar
corresponder
ganar
perder
escoger

Other: al fin
al principio

II. Performance Objectives

1. Vocabulary

Given a board game and given a request to touch (or point to) a part of the game, the student will demonstrate his/her comprehension of the vocabulary by touching the appropriate part.

Given a board game and given a question regarding which part will be used at a given time, the student will demonstrate his/her oral mastery by including in his response the word dados (see other vocabulary).

2. Verbs

Given a request to count, the student will demonstrate his/her comprehension by performing as requested.

Given a request to choose a game part, the student will demonstrate his/her comprehension by performing as requested.

Given a request which asks who won/lost, the student will demonstrate his/her oral mastery by naming a person and including his/her response a form of the verb.

3. Other

The student will demonstrate his/her mastery of al principio and al fin by using these expressions when explaining game directions.

III. Implementation Guidelines

1. Vocabulary

Introduce the vocabulary by using a board game familiar to most students (Monopoly, Candyland). Have students name some game parts. Teach doubles by shooting the dice until a pair is shown. You may also substitute doubles for the word pair. Teach direcciones by showing them the words in print on the lid cover or the enclosed game booklet. Compare the jugadores of the game according to color, shape, etc.

Demonstrate the word tarjeta by showing the class the cards of the games listed above and by comparing and contrasting the cards with those of Old Maid or a card game in Spanish.

Find Out:

1. What board or card games do students play?
2. When do they play these games?
3. Who taught them how to play?
4. How often do they play?
5. Which game is their most/least favorite?
6. Try to classify the games according to rules, pieces, etc.

Discuss which games are seen in magazine ads, television commericals, newspaper advertisments. Have students observe television commercials on a Saturday morning and list the games advertised. Assign students to go through magazines (Parent's Magazine) and also the Sunday advertisement section from Gold Circle, Zayres, K Mart and cut out the games on special.

2. Verbs

Suggested activities:

Demonstrate the meaning of contar using numbers one through ten. Then have the students count objects in the classroom: desks, chairs, windows, lights, etc. Verify the number of objects counted and have the class recount them to make sure that the first student was correct.

Select a student to count any object visible in the classroom without mentioning or looking at the object. The class must guess the object by counting the other objects in sight. This may be played in the same manner as five questions. Example: Yo conte cinco de estos objectos. Que es? - Show the children a series of ten paired cards.

Show three pairs of cards that match. Have the fourth pair not match with the fifth pair matching. Continue this procedure until you feel that the students understand the concept corresponder.

Then mix up the ten cards and with them face down, select a student to choose two cards. Ask if the pair of cards matches. If they do, the student may take them to his seat. If not, the cards are to be returned to the others already turned face down. (With this activity, the verb escoger can be taught.)

Play Bingo with cards already available or have students make color, shape or spatial relationship Bingo cards which will serve as an art project and also a good review for the concepts listed above. After the completion of each round of Bingo, announce the student that won that round and make clear to the rest of the class that they lost that set, but that someone different will win the next one.

3. Other

Include the use of al principio and al fin in your discussion of how to play a game.

I. Curriculum Content
Vocabulary: see lexical guide

Verbs: adivinar
esconder
quitar
revelar
seguir
formar

Other: en orden
a puntar los tantos

II. Performance Objectives

1. Vocabulary

Given a familiar word on a card and asked which letters the word has, the student will demonstrate his/her comprehension of the word letra by naming the letters in the word correctly.

Given a set of cards with the names of the students in the class, the student will demonstrate his/her comprehension of nombre by selecting the card with his/her name.

Given a set of cards related to week 1's vocabulary, the student will demonstrate his/her oral mastery of palabra by selecting the appropritate card that matches the game part.

Given a box with a game part hidden within, the student will demonstrate his/her comprehension of pregunta by asking a question about the content of the box.

Given a box with a concealed game part and a student selected to see the hidden object, the selected student will demonstrate his/her oral mastery of respuesta by answering the questions about the item in the box.

When asked whose turn it is, the student will demonstrate his/her oral mastery by including turno in his/her answer.

2. Verbs

Given a request to guess the answer to a question, the student will demonstrate his/her comprehension of adivinar by answering the question as best he/she can.

Given the question: What can you do when you don't know the answer to the question?, the student will include a form of the verb adivinar in his/her response.

Given a request to hide an object, the student will demonstrate his/her comprehension of esconder by concealing the object.

Given a request to form a specific geometric shape, the student will demonstrate his/her comprehension by performing the action.

Given a request to take away an item from another pupil, the student will demonstrate his/her comprehension by performing the action.

Given an activity in which students show a game part, the student will demonstrate his/her comprehension by including revelar in his/her response.

Given a request to follow directions, the student will demonstrate his/her comprehension by responding appropriately.

Given a request to describe the actions of another student during the course of a game, the student will demonstrate his/her oral mastery by including a form of the verb, formar (quitar, revelar, seguir, esconder.)

3. Other

Given a request to straighten up game parts, the student will demonstrate his/her comprehension by doing so.

Given a request to describe the actions of another student who has the parts of a game in order, the student will demonstrate his/her oral mastery by including en orden in his/her response.

Given a request to add the number of points earned in a game, the student will demonstrate his/her comprehension by totaling the game points.

Given a request to explain how the winner of a game is decided, the student will include in his response apuntar los tantos.

III. Implementation Guidelines

1. Vocabulary

To introduce these words write the letters of the alphabet on the board and after reviewing their pronunciation, have students tell the letters in their names in alphabetical order.

Example: MARIA - AIMR

Make a word search of the names of the students in the class and have the children work the puzzle individually.

Put the above word search on a transparency for use on the overhead projector. This will be a way for students to check their sheets. At this time you may incorporate: ¿De quien es el turno? and ¿Cual palabra encontraste?

Begin class with a question-answer period about the students. Examples: How are you? What did you do last night? Who is sitting to your right? etc. List the questions on the board with preguntas and respuestas as headings. Ask students how they know that they are being asked a question.

Compare the intonation patterns of question and answers.

Have the students divide into pairs and make up a question with a corresponding answer. The questions may be in riddle form. Example: What has an eye, but cannot see? A needle. Collect the questions and answers separating them into two piles and then shuffle them. Divide the class into two groups. The object of the game is to choose a card with a question to be read aloud and then to find the answer card for the particular question. The opposing team may receive the same number of points as the number of turns the other team takes to find the correct answer.

2. Verbs

To teach the verb adivinar and at the same time to review game parts from Week 1, play Switcheroo in which the class sees three game parts and then guesses which of the three selected students has a particular part. (Esconder will fit in well with this activity.)

Use formar in your discussion of how games are made and the thought process and organization necessary to make a game.

Pass out game parts to the class and use the verb quitar for students to be able to recognize and take away the specific part mentioned.

Play charades with the verbs in this unit. After the class has had three turns to guess what a selected student is pantomiming, have the selected student reveal (revelar) the verb.

Play "Compre un juego nuevo y contiene" which is the same principle as Voy al mercado y compre. This game will also review game parts as well as incorporate seguir in the lesson.

3. Other

Scramble up a set of cards number one through ten. Select a student to arrange the cards in numerical order, using en orden upon completing the task.

Ask a student to total points scored during a game using apuntar los tantos when the score is added.

I. Curriculum Content

Vocabulary: see lexical guide

Verbs: inventar
revolver
regresar

Other: hacer trampa
uno tras otro

II. Performance objectives

1. Vocabulary

Given a request to identify what can be made with paper and crayons, the student will demonstrate his oral mastery by including dibujo in his response.

Given a game board and given a request to advance a marker a specific number of spaces, the student will demonstrate his comprehension of espacio by following the directions.

Given a game board and given a request to identify how far his marker may advance, the student will demonstrate his oral mastery by including espacio in his response.

Given a request to identify the object of a game, the student will demonstrate his comprehension of OBJETO by explaining how the game is won.

Given a request to explain how a game is won, the student will demonstrate his oral mastery by including OBJETO in his response.

Given a request to name which team he is on, the student will demonstrate his comprehension of EQUIPO by naming his team.

Given a request to describe how baseball is played, the student will include in his response EQUIPO.

2. Verbs; Others

Given a description of the behavior of another student, and given a request to identify that student, the student will demonstrate his comprehension of the verbs and other expressions by naming the student whose behavior corresponds to the description.

Given the name of a student, and given a request to describe that student's actions, the student will demonstrate his oral mastery by including the verbs and other expressions in his response.

III. Implementation Guidelines

1. Vocabulary

A. General Comments

The emphasis of this week should be placed on students making games. This will be a way for students to activate the vocabulary. presented to them throughout the unit.

B. Suggested Activities

Have students make drawings of game parts for a bulletin board display. Make the display background a specific game board in which the game parts drawn are placed accordingly.

Ask students to list five different games that they have played. Have them describe in one-two sentences the object of each game.

Discuss with students what special purposes games can serve. Example: Candyland can help children learn colors. Scrabble can be used to practice spelling.

Have students list the games in which teams are necessary as opposed to individual competition.

Have students divide into groups of two to four to begin inventing their own game. Make available to them the games that they have played and that have been talked about. Each group should decide what they would like to teach or review in their game. After they have established a purpose, have them decide on the type of game that would best fit the aim. Example: Board game, card game, lotto game, etc. When the above has been decided, have each student of the group be in charge of specific game parts. Example: One student writes the directions and makes the markers, another student develops a game board, a third student makes the written or illustrated cards. Give students two or three class days to make the games. Have them play the games to see what should be altered. Ask students to exchange their game with another group. After the other group has played the game, have them comment on it.

Laminate the game boards, cards, directions, etc. in order that they may be preserved for repeated use.

2. Verbs

When students explain the game that their group has made to the class, encourage them to use INVENTAR. Discuss how the objects in the classroom were invented - the lightbulb, the telephone, etc. - and the imagination that it took in comparison to making up a game.

Discuss the difference between REGRESAR and VOLVER. Give examples of how REGESAR would be used in a game. Example: Regresar a la carcel.

Use REVOLVER as you request students to turn over their cards in bingo.

3. Other

Include the use of UNO TRAS OTRO in your description of placing objects in a line.

Discuss the different ways that players would be considered cheating in a game. Examples: A player looks at someone else's cards of does not allow someone a turn.